

**Nominated Members.**

- (1) Mr. Sylvester Pais, B.A., Coffee Planter, Chikmagalur.
- (2) Mr. B. H. Padmanaba Pai, Medical Practitioner, Chikmagalur.

**TARIKERE EXCISE LICENSING BOARD.****Elected Members.**

- (1) Mr. Visveswariah, Municipal Councillor, Tarikere.
- (2) Mr. Ammanappa do

**Nominated Members.**

- (1) Mr. H. Seetaramiah, B.A., Pleader, Tarikere.
- (2) Mr. M. Thimmiah, Landholder, Tarikere.

**BIRUR LICENSING BOARD.****Elected Members.**

- (1) Mr. D. V. Halappa, Municipal Councillor, Birur.
- (2) Mr. Bangre Mallaiya, Municipal Councillor, Birur.

**Nominated Members.**

- (1) Mr. M. V. Mudduveeriah, Merchant, Birur.
- (2) Mr. K. R. Krishnamurthi, Zamindar, Birur.

S. ABDUL WAJID,  
Excise Commissioner.

**FOREST DEPARTMENT****OFFICE OF THE CHIEF CONSERVATOR OF FORESTS IN MYSORE,  
BANGALORE.**

*Notification No. S2. 1-2-37-38, dated 11-12th May 1938.*

It is hereby notified for the information of the public that under the proviso to Rule 4(b) of the Rules for the protection of Game and Fish in Mysore, the area within a radius of three miles round about Kenkere Village, Madadakere Hobli, Hosadurga Taluk, Chitaldrug District, is thrown open for a period of three months for free shooting of tigers reported to be causing havoc in the locality.

M. MACHAYA,  
Chief Conservator of Forests.

**UNIVERSITY OF MYSORE**

*Notification No. 21823, dated 10th May 1938.*

The following revised course of studies in Economics for the B.A. Honours Degree Examination is published for information:—

**Major Subject:—(8 papers)—**

- (1) Economic Principles
- (2) Money
- (3) Structure and Problems of Modern Industry
- (4) Public Finance
- (5) Economic History
- (6) Politics
- (7) Essay
- (8) A Special Subject

**NOTE.**—The special subject will be prescribed from time to time.

*Minor Subject*:—(4 papers)—Same as for B.A.

One of the following groups:—

- (A) Recent Economic History of India  
Elements of Statistics  
History of India to 1300 A.D.  
History of India after 1300 A.D.
- (B) Recent Economic History of India  
Elements of Statistics  
Principles of Sociology I  
Principles of Sociology II
- (C) Recent Economic History of India  
Pure Mathematics I  
Pure Mathematics II  
Applied Mathematics—General Statistics, etc.

The revision will be effective from the first year class of 1938-39.

(Letter No. E. 3267—Uni. 14-37-23, dated the 30th April 1938, from the General Secretary to Government, Bangalore).

*Notification No. 21933, dated 10-12th May 1938.*

The following revised syllabus in History for the B.A. Honours Degree Examination with the detailed syllabus for each paper is published for information:—

A. *Major subject*: (8 papers)---

- (1) History of India to 1300 A.D.
- (2) History of India from 1300 A.D.
- (3) European History from 1789.
- (4) British Constitutional History.
- (5) A special subject to be prescribed from time to time.
- (6) Economics.
- (7) Politics.
- (8) Essay.

B. *Minor subject*: (4 papers)---

- (1) Archæology.
- (2) History of Civilization.
- (3) Recent Economic History of India.
- (4) Public Administration.

(The detailed syllabus is appended.)

(Letter No. E. 3269—Uni. 14-37-27, dated the 30th April 1938, from the General Secretary to Government, Bangalore.)

The revised syllabus will come into effect from the 1st year Honours Class of 1938-39.

MAJOR SUBJECT—

#### Detailed Syllabus.

*Papers 1 to 4.*

[As in pages 184 to 186 of Vol. I of the Calendar for 1937-38.]

#### 6. Economics.

A clear understanding of economic principles and their application to Indian conditions is required.

Nature and significance of economic science. Economics of wealth and welfare. Development of economic doctrines. Schools of economic thought. Competition and Monopoly.

Production. Consumption. Theory of Value. Distribution. State in relation to economic life. Risk and risk-bearing. Capitalism and Socialism. The problem of unemployment.

Principles of money. Monetary standards. Currency and credit. The money market. Banks. Theory of Central Banking. The credit structure of the principle countries. The trade cycle. Stabilization of prices.

International trade. Theory of International values. Gains from Foreign trade. National self-sufficiency and State control over external trade. Protection and free-trade. Theory of Foreign exchange.  
Public Finance. Theoretical Problems connected with Public Revenue. Public Expenditure and Public Debts. Economics of Public Utilities.

## BOOKS FOR STUDY.

Marshall : Principles of Economics.  
Taussig : Principles of Economics.  
Thomas : Economics.  
Vera Anstey : Economic Development of India.

## BOOKS FOR REFERENCE.

Meade : Economic Analysis of Policy.  
Keynes : Scope and Method of Political Economy.  
Gray : Development of Economic Doctrine.  
Cannan : Review of Economic Theory.  
Knight : Risk, Uncertainty and Profit.  
Robertson : Money.  
The Mcmillan Report.  
Todd : The Mechanism of exchange.  
Hawtrey : Currency and Credit.  
Kisch and Elkin : Central Banks.  
Ropke : Cycles and Crises.  
Douglas & Director : The Problem of unemployment.  
Barret Whale : International Trade.  
Dalton : Public Finance.  
Silverman : Taxation, its incidence and effects.  
Jathar and Beri : Indian Economics.

7. *Politics.*

(A special study of the Indian Constitution will be required).

## Nature and scope of Politics.

Fundamental conceptions of Politics. State-Nationality. Nation. Sovereignty Government. Law. Liberty-Equality. Rights. Citizenship.  
Origin of the State. Inductive and Speculative Theories. Development of European Polity (in outline). History of Political thought (in outline). Structure of Government, Comparatively studied with special reference to England, France, U.S.A. The British Self-governing Dominions and India. Forms of State. Classification of Governments. Legislature. Executive. Judiciary. Theory of the separation of Power. Parties and Party Government. Local Government. Functions of Government. The Province of the State. Individualism. Socialism. Recent Tendencies. Fascism, Communism.  
The League of Nations. History. Organization and Achievement.

## BOOKS FOR STUDY.

Sidgwick : Development of European Polity.  
Garner : Introduction to Political Science.  
Strong : Modern Constitutions.  
Palande : Introduction to the Indian Constitution.  
Deyle : History of Political Thought.

## BOOKS FOR REFERENCE.

Liaski : Grammar of Politics.  
Marriot : Mechanism of Modern State.  
Bryce : Modern Democracies.  
Finer : Theory and Practice of Modern Governments.  
Ogg : European Governments and Politics.  
G. D. H. Cole : A guide to Modern Politics.  
Buell : New Governments in Europe.  
Coker : Recent Political Thought.  
Gettel : History of Political Thought.  
Harris : Local Government in many lands.  
Keith : A Constitutional History of India.

Ratnaswamy : The Making of the State.  
 McEiver : The State.  
 Willoughby : Modern Governments.  
 Joad : Modern Political Thought.  
 Eddie and Lawton : Indian Constitution.

#### MINOR SUBJECT—

##### 1. Archaeology.

[As in pages 186-88 of Vol. I of the Calendar for 1937-38.]

##### 2. History of Civilization.

A general study of world history from pre-historic times to the present day, with special reference to cultural conditions as indicated by the following books :—

##### BOOKS FOR STUDY.

Thorndike : A Brief History of Civilization.  
 Hayes : Moon and Weyland : Brief History of the World.  
 Wells : Outline of History.  
 De Morgan : Pre-Historic Man.  
 Breasted : Ancient Times.  
 T. R. Glover : The Ancient World.  
 Stobart : The Glory that was Greece.  
 Stobart : The Splendour that was Rome.  
 Tappan : In Feudal Times.  
 Ashley : Modern European Civilization.  
 Marvin : Living Past. (Oxford University Press).  
 The March of Man.  
 Amir Ali : History of the Saracens.  
 Home University Library : China and Japan.  
 Story of the Nations : China.

##### BOOK FOR REFERENCE.

Harmsworth : History of the World.

##### 3 and 4.

[As for the B.A. degree examination, pages 153 and 154-55 of Vol. I of the Calendar for 1937-38.]

#### Notification No. 21881 dated 11th May 1938.

Ordinance 34 (pages 48-49 of the Calendar for 1937-38, Volume I) is amended as under :—

##### B. Arts and Science Course.

Add at the end :

"Provided that in respect of students taking the three years Master's Degree Course under ordinance 90(b), the fee in the first year of the course shall be Rs. 90 for M.A. and Rs. 100 for M.Sc."

(Letter No. E. 3268—Uni. 14-37-28, dated the 30th April 1938, from the General Secretary to the Government of Mysore, Bangalore).

#### Notification No. 21936, dated 12th May 1938.

The following revised detailed courses of study for the B.T. degree examination are published for information.

The revision will be effective from the Academical year 1938-39.

(Letter No. E. 3257—Uni. 14-37-22, dated the 30th April 1938, from the General Secretary to Government).

##### I. Principles of Education.

1. The need for an Adequate Philosophy of Life and Education. The changing nature of the present day world. The demands on education. The problems of life and education in India. Relation between them.

2. The Aims of Education. A historical and critical survey of some educational aims. Narrow aims; Mind-body. Intellect-character, practical efficiency—personal culture, knowledge-mental power. Comprehensive aims; Harmonious development of the individual, personal and social growth, education as continuous reconstruction of experience. Aims in terms of human wants.
3. The Agencies of Education: The Family. The Community. The Church. The State. The School. Their inter-dependence.
4. Data of Education: Innate tendencies of the child. Social inheritance. Nature and nature. Individual differences and their educational implications.
5. Material of Instructions: The various stages of child development and the curriculum for different stages.
6. The curriculum: Principles of curriculum construction. Objectives, a basis for curriculum construction. School studies, their values and their classification.
7. The method of instruction: General Principles.
8. Outcomes of the Educational Process: Knowledge, meanings, facts, principles; Habits, skills; and Ideals and attitudes.
9. The Method of Appraisal: General Principles.
10. Recent developments in Educational Practice. The Project Method. The Dalton Plan, The Howard Plan, The Winnetka Plan, The Garay Plan, The Platoon School, Nursery Education.

#### BOOKS FOR STUDY.

1. Raymont T.: Principles of Education.
2. Dewey J.: Democracy and Education.

#### BOOKS FOR REFERENCE.

1. Kilpatrick W. H.: Education for a Changing Civilization.
2. Nunn T. P.: Education—Its Data and First Principles.
3. Burton W. H.: Introduction to Education.
4. Russell B.: Education and the Social Order.
5. Bode B. H.: Modern Educational Theories.
6. Adams J.: Modern Developments in Educational Practice.
7. Thorndike E. L. and Gates A. I.: Elementary Principles of Education.
8. Findlay J. J.: The Foundations of Education. Vols. I and II.

### II. Educational Psychology including Mental and Educational Measurements.

(The syllabus has been recently revised and hence no change is suggested.)

#### III. Methods of Teaching Particular Subjects.

##### A. ENGLISH (COMPULSORY)—

1. Language in human life. General Principles of teaching and learning languages.
2. Ancient and Modern languages. Mother-tongue and foreign tongue—Principles applicable to their teaching.
3. Aims of language teaching:
  - (1) Comprehension
  - (2) Expression
  - (3) Appreciation linguistic and æsthetic.
4. The language problem in India. Position of vernaculars and of English.
5. Methods of teaching:
  - (1) Direct Method; (2) Translation Method; (3) Comparative Method; (4) West's New Method.
6. Teaching of Reading, Handwriting, Spelling, Grammar and Composition.
7. Teaching of English prose and poetry, Cultivation of understanding and appreciation.

##### B. ENGLISH (OPTIONAL)—

1. Phonetics. Reading and writing of phonetic matter. Speech training.
2. Rhetoric and style. Principles of effective narration, description and exposition. Examples from literature.
3. Literary forms in (1) Prose; (2) Poetry. Discussion with examples.
4. Methods of teaching Literature with special reference to the higher classes in the High School.

## C. HISTORY—

1. The Nature and Scope of History.
2. The aims of teaching History :
  - (1) Knowledge and search for truth.
  - (2) Understanding the present in the light of the past.
  - (3) Development of civic and national consciousness.
  - (4) Development of international understanding and sympathy.
  - (5) Development of critical and ethical judgment.
3. Methods of Teaching History. Their comparative values and their suitability to different grades of schools :
  - (1) The Chronological Method.
  - (2) The Retrospective Method.
  - (3) The Concentric Method.
  - (4) The Biographical Method.
  - (5) The Source Method.
4. Teaching Appliances and their use.

## D. GEOGRAPHY—

1. The Nature and Scope of Geography.
2. The aims of teaching geography :
  - (1) Knowledge of Man's physical and social environment. Regional geography.
  - (2) Application of scientific knowledge to the explanation and understanding of natural phenomena. Rational geography.
  - (3) Cultivation of geographical imagination and reasoning.
3. Methods of teaching geography and their suitability to different grades of schools :
  - (1) The Observational Method.
  - (2) The Descriptive Method.
  - (3) The Regional Method.
4. Teaching appliances and their use.

## E. MATHEMATICS—

1. Aims of Teaching Mathematics :
  - (1) Practical; (2) Cultural; (3) Social.
2. Place of Mathematics in Science.
3. The distinctive characteristics of the different branches of Mathematics.
4. Methods of Teaching :
  - (1) The Inductive and the Deductive.
  - (2) The Analytical.
  - (3) The Practical and the graphic.
  - (4) The Heuristic.
5. Appropriateness of the different methods in different grades of schools.
6. The Beginnings of Algebra.
7. The place of definitions, axioms, postulates, etc., in the teaching of Geometry.
8. Methods of developing the concepts of Trigonometrical Ratios.

## F. SCIENCE—

1. The meaning of Science.
2. Aims of Teaching Science :
  - (1) Practical.
  - (2) Cultural.
  - (3) Social.
3. Unity of Sciences.
4. Methods of Teaching :
  - (1) The Inductive and the Deductive Methods.
  - (2) The Heuristic method.
  - (3) The Demonstration and the Laboratory Methods.
  - (4) The Topical Method.
5. Laboratory—its equipment and management.

*Books for Study.*

## GENERAL—

1. Burton W. H. : The Nature and Direction of Learning.
2. Reeves C. E. : Standards for High School Teaching.

## ENGLISH (COMPULSORY)—

1. Thompson and Wyatt : The Teaching of English in India.
2. Ballard P.B. : Teaching of the Mother Tongue.

## ENGLISH (OPTIONAL)—

1. Jones D. : The Pronunciation of English.
2. Hudson W. H. : Introduction to the Study of English Literature.
3. Palmer H. E. : Principles of Language Teaching.

## HISTORY—

1. Johnson H. : The Teaching of History.
2. Keatinge M. W. : Studies in the Teaching of History.

## GEOGRAPHY—

1. Bamard H. : Principles and Practice of Geography Teaching.
2. Fairgrieve J. : Geography in School.

## MATHEMATICS—

1. Smith D. E. : Teaching of Elementary Mathematics.
2. Schultze A. : The Teaching of Mathematics in Secondary Schools.

## SCIENCE—

1. Westaway F. W. : Science Teaching : What it was ; What it is and What it might be.
2. Brown : Teaching of Science.
3. Rennie : Aims and Methods of Nature Study.

*Books for Reference.*

## GENERAL—

1. Board of Education : Hand-book of Suggestions for Teachers.
2. Adams J. : The New Teaching.
3. Welton J. : Principles and Methods of Teaching.

## ENGLISH (COMPULSORY)—

1. Ballard P. B. : Thought and Language.
2. Ryburn W. M. : Suggestions for the Teaching of English in India.

## ENGLISH (OPTIONAL)—

1. Bradley : The making of English.
2. Saintsbury : A short history of English Literature.

## HISTORY—

1. Rushbrook Williams : Handling of Historical Material.
2. Hapold F. C. : The Approach to History.

## GEOGRAPHY—

1. Dudley Stamp : How to Teach Geography in the Schools of India.
2. Macnee E. A. : Suggestions for the Teaching of Geography.

## MATHEMATICS—

1. Nunn T. P. : The Teaching of Algebra.
2. Potter : The Teaching of Arithmetic.
3. Lanslaw : Teaching Mathematics.
4. Godfrey and Siddons : The Teaching of Elementary Mathematics.

## SCIENCE—

1. Preston C. E. : The High School Science Teacher and his work.
2. Cawthorne H. H. : Science in Education.
3. Smith and Hall : Teaching of Physics and Chemistry.
4. Von Wyss : The Teaching of Nature Study.

#### IV. Comparative Study of Educational Systems.

##### 1. INTRODUCTORY—

The aims of a national system of education. The remarkable growth of national systems in the 19th century. Brief survey of Pre-British Education in India—Makhtabs Patasalas, Mutts and Madrasahs. History of British Education in India. The problem of a national system of education for India.

##### 2. EDUCATIONAL ADMINISTRATION—

Central and Local Control of education. Advantages and disadvantages.

England : (1) Central Control : The Board of Education. Its organisation and function. The Inspectorate.

(2) Local Control : The Borough and County Councils. Education Committee—Their powers and responsibilities. Relation of central and local authorities.

United States of America : The Federal Agencies for Education. Decentralisation. Recent tendencies towards centralisation within each State. Local bodies in each State.

Germany : The Federal Education Committee. Centralisation within the Constituent States of the Republic. The Minister of Education. Local Bodies.

Japan : Centralised control under the Minister of Education. The Bureau and the Inspectorate.

India : (1) Central Control : Centralisation of control within each Province. The Minister of Education. The Director of Public Instruction. The Inspectorate.

(2) Local control : District Boards and Municipalities—their powers and responsibilities.

##### 3. EDUCATIONAL ORGANIZATION—

Diversity of practices in England. England more a political than a social democracy. Democratic system of education in the United States of America. The Common Education School. Democratic tendencies in post-war German Education. The Grund Scheme. Successful adaptation of western educational ideals and methods in Japan. Tendencies in India.

General organisation of the School systems in England, U. S. A., Germany, Japan and India.

##### 4. ELEMENTARY EDUCATION—

Aim, Organisation, Curriculum, staff, methods and tendencies of elementary education in England, U. S. A., Germany and Japan.

India : Problem of illiteracy and 'Educational Mortality.' Compulsory Education. Difficulties of enforcement. Present state of legislation and practice in various provinces.

##### 5. POST-ELEMENTARY EDUCATION—

Post-Elementary Education different from Secondary Education.

England : The Senior Elementary Schools and the Central Schools.

U. S. A. : The Junior High School.

Germany : The Mittle Schule.

Japan : The Advanced Elementary Schools.

India : The present tendency of all elementary education leading to Secondary Education. Senior Vernaculars and Higher Elementary Schools—Need for greater development.

##### 6. SECONDARY EDUCATION—

England : The Public Schools, Grammar Schools, Council Schools and Private Secondary Schools. Marked features of English Secondary Education.

U. S. A. : The Junior and Senior High Schools. Special features of American Secondary Education.

Germany : The Gymnasium, Real Gymnasium, Ober-realschule-Aufbauschule and Deutsch Oberschule. Characteristic features of German Secondary Education.

Japan : The Middle and High Schools.

India : Present organisation of Secondary Education. Defects of grant-in-aid system. The problem of medium of instruction. Uniformity of type. Need for diversity of institutions. Introduction of vocational courses.

## 7. VOCATIONAL EDUCATION—

Germany: Technical Schools of the different grades. Gewerbe Schuleu, Fach Schuleu and Hoch Schuleu. Co-operation between the technical schools and the factories and industries.

England: Junior and Senior Technical Schools. The Polytechnics.

U. S. A.: The Federal Board for Vocational Education. Part-time and full-time vocational schools. Senior High Schools. Technical Colleges.

Japan: Different stages of Vocational Education. Technical Schools of A and B classes. Higher Technical Schools.

India: The literary and non-practical character of Indian education. Hertog Committee recommendations. Need for and problems of Vocational Education.

## 8. WOMEN'S EDUCATION—

A brief survey of the development of educational facilities for women in England, Germany, U. S. A. and Japan together with the special features of Women's education in those countries.

India: Problems of women's education. Signs of wakening Ideals of Indian womanhood. The problem of co-education. Aim, organisation, curriculum and present tendencies in women's education.

## 9. TRAINING OF TEACHERS—

England: Importance given to Teacher Training. The Training Colleges and the University Training Departments. Refresher courses.

U. S. A.: The Normal Schools and the Training Colleges of Universities. Summer courses.

Germany: Elaborate and thorough training of teachers. The Hochschule for Lehrer bildung.

Japan: The Normal and the Higher Normal Schools for men and women. The Summer and Winter courses.

India: The undergraduate and graduate Training. Nature and period of Training.

## 10. ADULT EDUCATION—

Aim, contents, methods, and organisation of Adult Schools in Denmark, England, U. S. A., Germany and Japan. The problem in India with special reference to methods of rapid literacy and propaganda regarding the value of Education. Social and Liberal nature of adult education.

*Books to be Studied.*

1. Kandel I. L.: Studies in Comparative Education.
2. Zia Uddin Ahmed.: Systems of Education.
3. Masood R.: Japan and its Educational System.

*Books to be Consulted.*

1. Mayhew A.: The Education of India.
2. Hartog Committee Report.
3. Lajpat Rai: National Education in India.
4. Year Books of the International Institute, Columbia University.
5. Roman F. W.: New Education in Europe.
6. Hover. F. Pc: The German and English Education (A comparative study)
7. Begtrup, Lund and Manniche: The Folk High Schools of Denmark.
8. Percy (ed.) Yearbooks of Education (London).
9. Anderson: Progress of Education in India 1927-38, Tenth Quinquennial Review.
10. The Quinquennial Reviews of Mysore.
11. The Decennial Survey of Mysore.

## V. Class-Room Technique and School Organisation.

## A. CLASS-ROOM TECHNIQUE—

1. Process of Teaching: General Principles of teaching and learning. A historical and critical survey. The laws of learning. Teaching units. Types of lessons. The planning of instruction. Lesson plans and notes of lessons.
2. Devices of Teaching: Text-books, their uses and abuses, Collateral reading. Questions and answers. Examinations. Illustrations. Note-books.
3. The Teacher: Personality. Qualifications. Professional etiquette. Relation to pupils, colleagues and inspectors.

## B. SCHOOL ORGANISATION—

4. Material conditions, School buildings, class-rooms, light, shape and size. Desk and bench. Wall and decorations. Playgrounds.
5. Organisation: The various stages of instruction. The headmaster and his duties. The staff of the school. Parental co-operation. Time-tables, class records. Improvement programmes.
6. Administration and Supervision: The School office. Maintenance of records. Nature and purpose of supervision.

## C. SCHOOL HYGIENE—

7. Common ailments: Variety, Detection, Prevention. First aids. Medical Inspection. Preventable and contagious diseases.
8. Health Education: Aids to preserve health. Personal and community hygiene.
9. Physical Education: Games and physical exercises.

## D. MORALE—

10. Changing conceptions of Discipline. Functions of discipline. Rewards and punishments. Corporate life. Personal and non-personal influences. Extra curricular activities. Pupil self-government. Freedom and discipline.

*Books for Study.*

1. Strayer G. D.: A brief course in the Teaching Process.
2. Douglass H. R.: Organisation and Administration of Secondary Schools.
3. Lyster R. A.: The Hygiene of the School.
4. Harris P. E.: Changing conceptions of School Discipline.

*Books for Reference.*

1. Strayer G. D. and Norsworthy N.: How to Teach.
2. Thomas F. W.: Principles and Technique of Teaching.
3. Stormzand M. J.: Progressive Methods of Teaching.
4. Otto H. J.: Elementary School Organisation and Administration.
5. Sears J. B.: Class-room Organisation and Control.
6. Ryburn W. M.: Suggestions for the Organisation of Schools in India.
7. Jonson F. W.: Administration and Supervision of the High School.
8. Marshall F. J. C. and Rees W. R.: Physical Education in Boys' Schools.
9. Board of Education: Handbook of Suggestions for Teachers (revised edn.)
10. Dewey J.: Moral Principles in Education.
11. Ballard P. B.: The Changing School.
12. Association for Education in Citizenship: Education for Citizenship in Secondary Schools.

*Notification No. 21987, dated the 14th May 1938.*

The following amendment of note 2 under Ordinance 93 (page 68, Vol. I of the Calendar for 1937-38) is published for information:—

Substitute the following for the original:

Note 2. The course in respect of 'Methods' under group A and of 'Practice in Teaching' under group B shall comprise—

- (i) the teaching of English Compulsory (Section A)
- (ii) the teaching of one of the following subjects:—

English Optional (Section B), History, Geography, Mathematics, Science.

The Ordinance will be effective from the Academical year 1938-39.

(Letter No. E. 3257—Uni. 14-37-2, dated the 30th April 1938, from the General Secretary to Government, Bangalore.)

By Order,

V. GOPALASWAMI AENGAR,

Registrar.